

# Identify Your Learning Strengths

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## Goals

- Identify learning strengths related to personality
- Relate learning strengths to activities

## Duration

60 minutes to complete

## Prerequisites

Completion of the AchieveWorks® Personality assessment

## Materials and Preparation

Students will need:

- a copy of their AchieveWorks Personality assessment results or an Internet-enabled device to view these results online
- one or more partners for the motivational set activity
- paper and a writing utensil

You will also need:

- a printout of the Optical Illusion image or an LCD projector to display it

Please print and modify as needed to use these guided activities with your students. Note, however, that this content, or any portion thereof, may not be copied, distributed, republished, uploaded, posted or transmitted without the express written permission of Human eSources Ltd.

## Method

### Motivational Set (5-7 minutes)

1. Show students the Optical Illusion image handout. Ask them what they see. If they see the two white profiles, encourage them to focus on the black part of the image to see a vase (and vice-versa).
2. Ask students to partner up and tell them the following riddle. In pairs or groups, students should discuss their answer. When everyone is ready, ask each group to provide their answer before revealing the actual answer.

**Question:** What has a face and two hands but no arms or legs?

**Answer:** a clock.

3. Finally, tell students to "high five" someone but look at the person's elbow (of the hand they are about to slap) while doing so. If both individuals are looking at their partner's elbow, the high five will connect accurately every time.
4. Ask students which activity they enjoyed the most and why they enjoyed it. Tell students that, in each of the activities, they were engaged in a learning process and our preference for a certain activity relates to our personalities. We may not all enjoy doing riddles or participating in big motor activities (high fives are just a small motor activity), because we are all different. Likewise, our learning strengths can differ depending on our personality type.
5. Tell the students they will be reflecting on their personalities and the learning strengths associated with their personality type. They will need to have completed the AchieveWorks Personality assessment prior to the activity as they will be examining their learning strengths and selecting which are their best.

### Personal Activities Discussion (20 minutes)

1. Have students list five extracurricular activities that they are passionate about, such as hobbies, volunteering, sports or clubs, for example. Provide your own personal example(s), such as soccer or reading, to help guide them.
2. When they're finished, ask the students to write a sentence or two explaining why they listed those specific activities. Why do they enjoy them? What makes them fun or interesting? Why did they choose those instead of others?
3. After they've written down their reasons, ask students to reflect on the learning related to these activities. How did they initially find out about them? How did they learn what to do and begin participating? What was the learning process like? Have students review their AchieveWorks Personality results, paying particular attention to the Learning Strengths section. What connections can they see between their report content and their learning of these activities?
4. Tell students that our learning strengths reflect aspects of our personalities. Sometimes we may try something new or something we don't like. But most often, our first choice for an activity is something we enjoy learning. Something about this activity attracts us and this attraction is revealed in our learning strengths.

## New Learning Discussion (15 minutes)

1. Ask students to reflect again on the personal activities questions and get them to think about what they would like to learn. Ask them to list five new activities. If they can list more than five, encourage them to do so.
2. For each new activity, have students refer to the Learning section in their AchieveWorks Personality report, find two to four characteristics associated with that activity and write them down. These could be attributes that describe the activity, aspects of it that are most important, or features that are helpful in creating successful experiences.

Using soccer as an example, characteristics that would describe it are learn well with others, team building, enjoy physical activities, and analytical. Learning a new language would have characteristics such as eager to listen and learn, intellectual challenge, good memorization, developing social relationships and experiencing new cultures. Use your own personal examples to help illustrate the activity.

3. Once done, ask students to review the new learning list and the characteristics they've written down. Which ones relate? Are there any that occur more than once? Now ask students to look again at their learning strengths in the AchieveWorks Personality report. Have them select two to four strengths they believe are their best and to justify their selection with a sentence or two.

## Closing Discussion Activity (15 minutes)

Ask students how their learning strengths apply to their life. How do these strengths help them at school? At home? How can these strengths help them in new situations? In new learning activities? When trying something they do not like?

Handout

## Optical Illusion

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Source: [SVG Silh](#)